

## EDUCATIONAL SUPERVISORS CONTROLS OF DIRECTORS AND TEACHERS IN HIGH SCHOOLS SERVING IN TRNC DURING COVID-19

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### ABSTRACT

This study aims to analyze the responsibilities of principals and teachers in education due to the extraordinary health situation experienced in the 2019-2020 education period. The control of teachers and principals in high schools affiliated to the Ministry of National Education serving the TRNC and the education curriculum are handled by the supervisors. The main purpose of this study is to contribute to the development of education and the next generation under better conditions and to the progress of education without any hindrance. During the online training, principals' approaches to teachers and their problems are analyzed.

**Keywords:** Covid-19, education, school principal, teacher supervision, online education

### Introduction

Supervision is the process of monitoring and correcting the functioning of the organization in order to prevent deviations from the planned organizational goals (Başaran, 2000) or controlling behavior in the name of public interest (Bursalıoğlu, 1991). From the perspective of educational organizations, supervision; assistance to the teacher to improve the learning-teaching process (Wiles, 1967); focusing on teacher teaching in order to improve teaching and increase student success (Sullivan & Glanz, 2005); monitoring and correcting the functioning of schools in order to prevent them from deviating from their goals (Lunenburg & Ornstein, 2013) and generally evaluating the entire education program (Cogan, 1973). Özden (1992) defines supervision as a "continuous education". Harris (1998) considered supervision mostly as the evaluation of the teacher and in this sense divided the importance of supervision into five: providing teaching and learning, providing support, help and feedback to teachers, ensuring that the teacher acts as a catalyst in maintaining and encouraging learning at school, and external factors that negatively affect education. to counter rationale and to encourage newly developed pioneering practices.

Contemporary supervision is the process of monitoring the activities in terms of their suitability for the purposes and taking the necessary precautions by considering all the factors affecting learning and teaching together. (MEB, 2014). Başar (1995), on the other hand, defines auditing as the work of determining the situation to be audited in every aspect and as it is, evaluating it by comparing it with the criteria that should be and what can be, completing the deficiencies found, replacing the wrongs with the correct ones, getting rid of unnecessary redundancies, and improving them as better situations. It can be said that the purpose of supervision of schools is to determine at what level the necessary conditions are provided for students to achieve the determined gains. There is a general acceptance in the literature that what teachers responsible for educational life at school do while teaching classes in order to achieve these goals plays a critical role in student success. Accordingly, the teacher in the classroom is very influential in a student's day-to-day life (California Education Policy Seminar, 1998); It is seen that the quality of education is largely accepted as directly proportional to the quality of the teacher (Celep, 2009) and that teacher qualifications and teacher competencies constitute the key point in improving students' learning (Levin, 2003). It is therefore important to see, evaluate and develop teachers, who have such an important function in the realization of educational goals, while playing these roles.

The need for supervision in the education system emerged with the countries starting to open official schools. At first, the inspection was for the purpose of checking and the education supervisors acted with the aim of revealing everything that the teacher did wrong. The classical audit model, which cares about controls, left its place to the scientific audit model in the 1930s, where standardization was important. The scientific supervision model has made great contributions to the professionalization of teaching, determining the standards of the teaching profession and seeking compliance with them. After the Second World War, the understanding of democratic control emerged and not only the technical aspect of the teacher but also the emotional aspect of the teacher began to be considered. The clinical supervision model, which centered on classroom experiences in the 1960s and later years, gave importance to teacher-supervisor interaction and teacher's professional development.

Developmental and differentiated audit models are among the current audit approaches. Developmental supervision aims to determine the real needs of the teacher and to be able to evaluate in accordance with his development period. Differentiated supervision is a model that offers the teacher choices about the types of supervision and evaluation services they will receive. Auditors must be well-trained to perform developmental and differentiated auditing (Aydn, 2014; Henson, 2007; Sullivan & Glanz, 2009).

Supervision is one of the main functions of management. Therefore, auditing is one of the indispensable activities for the healthy functioning of the management (Doğan, 2015). In the Dictionary of Educational Management and Supervision prepared by Demirtaş and Güneş (2002), supervision is defined as "observing the way the personnel working in the institution perform their duties, revealing the errors and deficiencies, taking the necessary measures to correct them, solving the problems, introducing the innovations and enabling them to develop methods" such as many definitions in the literature. While Memduhoğlu (2012), Aydın (1993) and Bursalıoğlu (2002) define auditing as the process of determining the compliance of organizational actions with the determined goals, Robbins, Decenzo and Coulter (2013) and Başaran (2000) add to this definition the correction of deviations from the determined goals. Gökçe (1994), on the other hand, examines auditing in terms of system properties and adds the development of organizational goals based on the correction results in addition to the above definition. Aydın (2016) states that in different definitions of auditing in the literature, a managerial perspective that emphasizes the program development effectiveness, human relations process, and leadership function dimensions of auditing comes to the fore (Aydın, 2016).

It is a managerial responsibility to lead a well-thought-out continuous evaluation activity in order to ensure the effective fulfillment of the goal to be achieved (Aydın, 2000). Auditing is important for managers in knowing whether organizational goals are achieved or not, and if not, why not. The value of the supervisory function can be seen in three specific areas—planning, empowering employees, and protecting the workplace (Robins, Decenzo, Coulter, 2013). Bursalıoğlu (2002), who states that the purpose of the evaluation is to determine the degree of success of the application objectively, states that generally research is done before the evaluation action and then rearrangement. Karkuş (2010) draws attention to the fact that the classical control approach, which prioritizes structural elements, has begun to give way to contemporary control approaches based on trust, self-control and democratic values, and this is due to the increasing influence of management approaches based on human relations. According to Aydın (1993), the contemporary approach, which is an audit practice based on participatory research and evaluation, aims to create the most appropriate conditions and behaviors in order to achieve the desired result.

The belief in the necessity and importance of supervision in education and school system is constantly emphasized in the literature. While Glickman, Gordon, and Ross-Gordon (2014) define the function of supervision in schools as bringing together different elements of instructional effectiveness in the entire functioning of the school, Özmen and Batmaz (2006) include rules and laws that will ensure change and development, such as cooperation, sharing, support and facilitation. matters gain importance; defines it as a process that should respond to the needs and expectations of teachers. Altun, Şanlı, and Tan (2015) conducted a study to inform administrators and teachers of all levels, who work in the field of management and education, rather than the perspective and understanding that evaluates the extent to which the services provided comply with the laws and determined rules, and the disciplinary status of the employees in this direction, They stated that it is perceived as providing them with an effective resource service and fulfilling the contemporary guidance function. Supervision of teaching has been one of the top topics focused on by academics and practitioners working on school effectiveness and leadership since the 1990s.

### **Teacher Supervision**

Teacher supervision is the observation, examination and evaluation of teachers' work in teaching and training activities (Taymaz, 2015). Teacher supervision is divided into two as the evaluation of the teacher's activities inside and outside the classroom. Evaluation of teacher effectiveness can be expressed as teacher rating, grading or classification using some standard measurement tools (Sergiovanni & Starratt, 1979). Supervisions should respond to teachers' individual needs and improve their attitudes and relationships (Marks, Stoops & King-Stoops, 1985). The best method used to evaluate teacher effectiveness is course inspections.

Although there are criticisms that the natural environment of the classroom may deteriorate, the teacher may hide his deficiencies and mistakes, and objective data cannot be provided, a better method has not yet been found to determine the situation of the teacher in the classroom environment. Course inspections are mainly done through observation. It should not be forgotten that observation is a planned and systematic action different from looking. The school principal should plan in advance what he will observe and evaluate in the lesson. It is important that the situations that are considered to be observed are observable and meaningful. In addition, only the teacher's activities in the lesson are evaluated and no supervision is made. The second stage in the evaluation of the teacher is the teacher's extracurricular activities. The teacher's preparation for the lesson, evaluation of student work, shift work, social club and guidance work, attendance, general attitudes and behaviors are the main issues that can be addressed within the scope of this evaluation. Interviewing with the teacher, student and parent

evaluation, and evaluation methods through student achievement are among the other approaches used in evaluating teacher effectiveness (Başar, 2000; Haefele, 1981; Taymaz, 2015).

Informing the teacher about his current performance, ensuring his adaptation to the profession and the environment, warning about his development, encouraging him to gain new skills, and identifying his strong and open areas for improvement can be counted as the aims of teacher supervision. In order to ensure a high level of quality and objectivity, standards should be developed and used regularly when evaluating teachers in inspections. If the evaluations made in teacher inspections are to be credible and fair, teacher evaluation standards that will help reveal and correct the existing deficiencies in the current teacher evaluation system should be supported. At all stages, teacher evaluation practices should be acceptable and reliable. Professionally developed standards will help achieve this goal. One of the greatest ways to increase the effectiveness of the teacher in the classroom is through the objective supervision of the teacher. Some of the issues that hinder objectivity in audits are: making a single factor evaluation; to evaluate the person, not the act; the evaluator's lack of training; the absence or inadequacy of the criteria to be used in the evaluation, and the supervisor's taking one or two lessons and making a long-term evaluation about the teacher (Aydın, 2014; Başar, 2000; Shinkfield & Stufflebeam, 1995; Taymaz, 2015).

### **Okul Müdürlerinin Denetimi**

The person who is primarily responsible for keeping the school alive according to its aims is the school principal. The school principal can provide this by giving due importance to the supervision function in the management processes consisting of planning, organizing, training, development and control stages. Sergiovanni & Starratt (1979) state that a good audit requires being professional. Supervision is also one of the leadership roles of the school principal (Knoll, 1987). The school principal should be able to increase the proficiency of the teacher with his supervision studies as a requirement of the instructional leadership and should be able to provide vocational guidance to the teacher when needed (Mohanty, 2005). The school principal should contribute to the development of teachers through inspections. Employee development is not a new responsibility given to managers. This responsibility is already expected from every manager (Aydın, 2014). Inspection in the Turkish Education System started with the appointment of muins (inspectors) who worked in the 1840s in order to eliminate the teaching problems in silyan and middle school and to ensure the professional skills of teachers. In the republican period, two types of education inspectors were established in the central organization of the Ministry of National Education, ministry education inspectors and in the provincial organization, primary education inspectors.

In the Ministry of National Education, inspections of institutions and courses were carried out mainly by inspectors until 2014 (Taymaz, 2015). However, with an amendment made in the "Regulation of the Ministry of National Education Guidance and Supervision Department and Educational Supervisors" published in 2014, inspectors have been given course supervision authority. From this date on, the supervision of the institutions continued to be carried out by the inspectors, but the course supervisions began to be carried out only by school principals. Currently, school principals are at the center of the teacher supervision system in our country. (Regulation of Ministry of National Education Guidance and Inspection Presidency and Education Inspectors Directorates, dated 24/5/2014 and numbered 29009). Therefore, it can be stated that the level of competence of school principals in teacher supervision and whether their teacher supervision is functional or not becomes even more important.

In the literature, there is a limited number of studies on teacher supervision, which has been carried out entirely by school principals since 2014 (Ergen & Eşiyok, 2017; Tonbul & Baysülen, 2017; Yeşil & Winter, 2015). In these studies, it is seen that teachers' opinions are mostly included. There is a need for studies investigating whether teacher inspections are functional, the level of competence of school principals and how inspections are made according to the opinions of school principals.

In this study, it is aimed to reveal the opinions of school principals on educational inspections in high schools. It has been tried to reveal how the principals and teachers of the high school see their level of competence in educational supervision, whether they find the teacher supervisions made by school principals functional, how they conduct course supervision, and what they think about the effects of inspectors not participating in teacher course supervisions.

### **Methodology**

Information on the research design, study group, data collection tool and data analysis are presented under this title.

### **Research Model**

Qualitative research design was used in this research, which aims to reveal the opinions of the participants about the educational inspections with teachers made by school principals. Qualitative research aims to enable the reader to develop an understanding and sensitivity to human experiences (Knafl & Howard, 1984). Thanks to qualitative research, it can be revealed how people make sense of and interpret a phenomenon (Denzin & Lincoln, 2005). The phenomenological research method was used in this study when it was aimed to describe the experiences of the participants regarding teacher supervision. Phenomenology design focuses on phenomena such as events, experiences, perceptions and situations that we are aware of but do not have an in-depth and detailed understanding of (Yıldırım & Şimşek, 2011).

Phenomenology allows us to analyze how an event develops in daily life and to gain basic perspectives that can evaluate events as a result of these analyzes (Ashworth & Lucas, 1998). In other words, it is reducing personal experiences to phenomena in order to describe the nature of universal reality, events or beings (Creswell, 2007). In this research, it is aimed to reveal first-hand how school principals' perceptions and experiences regarding teacher supervision are by using the phenomenology design. The phenomenological research method was preferred, as it was thought to be effective in reflecting the experiences and interpretations fairly and as far away from the prejudices of the researcher as possible (Tufford & Newman, 2012). In addition, this method has been preferred because it is aimed to understand the common experiences of a large number of individuals about a phenomenon.

The research and interpretation process was carried out by putting the personal experiences of the participants in parentheses as much as possible. The study group was formed from participants who experienced the phenomenon, and data were obtained through multiple interviews with them.

In order to obtain the data, open-ended questions were prepared to reveal the experiences and perceptions of the participants about the phenomenon.

### **Research Group**

The study group was made about the supervision of education with principals and teachers in high schools serving in MEB affiliated institutions in TRNC in the years 2020-2021. Data saturation leads to duplication of data in categories. Repetitions show the comprehensiveness and completeness of the research (Morse, 1991). Maximum variation sampling strategy, one of the purposive sampling types, was used in the research. For this reason, principals with differences in gender, seniority of management and the number of teachers working in the school were included in the research group. In this way, the condition of data diversity, which is one of the criteria of credibility in qualitative research, was obtained (Arastaman, Öztürk Fidan, & Fidan, 2018).

### **Data Collection Tools**

The data of the study were obtained with 3 semi-structured open-ended questions developed by the researchers. The prepared interview form was examined by 4 faculty members who are experts in their fields, and necessary corrections were made in line with the opinions of the experts. Afterwards, this form was read to 5 teachers and it was determined whether there were questions that they did not understand or that caused confusion. After the necessary corrections, the form has reached the application stage.

Validity in qualitative research means that the researcher observes the researched phenomenon as it is and as impartially as possible (Kirk & Miller, 1986, cited in Yıldırım & Şimşek, 2006). From this point of view, the validity of the form has been ensured. The research data were written by taking notes during the interview. The written data were also checked after the individual interviews were completed. Interviews with the participants varied between 10 and 25 minutes. The interview method gives the participants the opportunity to respond according to their own perspectives, and since there are no pre-prepared questions like in the questionnaires, the participants freely explained their thoughts on the subject.

During the data collection through interviews, the participants were allowed to present different and rich ideas, and the opinions of the participants were not limited in any way. In order to ensure the reliability of the research, the findings were presented by coding with direct quotations from the participant's views and by specifying the participant numbers (such as P1, P2).

### **Data Analysis**

In the analysis of the data, the records were first examined and the data was written down by sticking to the original. The interview data were coded and organized according to the themes that emerged later (Bogdan & Biklen, 1998). The opinions expressed by each participant were reviewed two or three times and the accuracy of

the statements was confirmed by two researchers. The extracted codes were then reanalyzed and associated with themes (Bogdan & Biklen, 1998; Creswell, 2002). In this study, participant views were presented with the help of a realistic mode (Creswell, 2002; Van Maanen, 1988). In this way, the participants were allowed to freely share their views on the subject, without the researchers playing the role of arbitrator in matters such as what the participants said right or wrong.

In order not to spoil the integrity of the opinions of the participants and for the readers to make their own comments, the opinions of the participants were presented by the researchers without abbreviation. The data obtained in the research were examined with qualitative research methods and evaluated with the help of content analysis. While analyzing qualitative data in the research, content analysis based on coding was used. As Yıldırım and Şimşek (2006) stated, during the content analysis of the data within the scope of the research, similar data were brought together within the framework of certain concepts and themes, and these were arranged and interpreted in a way that the reader could understand.

## FINDINGS

Almost all of the participants (n29) think that supervision in education requires expertise. According to the opinions of teachers, supervision requires expertise in order to ensure quality in education, to be reliable in supervision, to ensure merit, to implement effective supervision and to make criticism and recommendations of supervisors. In addition, supervision activity requires expertise in order to ensure development, solve problems, achieve success, meet expectations, ensure the development of teachers, dominate the field of supervisors, efficient and transparent supervision, and inspectors' knowledge. Opinions of some participants regarding this:

*“In order for educational institutions to be properly supervised, the people who will do this job must be well-trained, experienced and specialized in their field. If this happens, we can get support from inspectors in solving many of the problems we encounter in schools. We benefit from the knowledge and experience of the inspectors. If the inspectors become experts, their criticism and suggestions for the elimination of the deficiencies they see in the school are taken more into consideration by the teachers and administrators. Because teachers and administrators can act according to the opinions of supervisors whom they consider to be experts”.* (P21).

*“I think the audit activity requires expertise. Because if the inspector is not an expert, how will he audit? When a good inspection is not done, we cannot solve the problems we experience in our schools, and it may cause new problems. To be reliable in supervising teachers, supervisors must be experts. Thus, it will contribute to the provision of quality in education. For this reason, supervisors must be chosen from among experts or this expertise should be given through training.”* (P7).

*“The audit activity to be carried out at all educational levels must be based on expertise. For this, inspectors must be experts. It may be beneficial in terms of expertise to take people who have at least a master's degree in their field and have worked as a manager and teacher for a certain period of time. For the success of our schools, I think it would be beneficial for the inspectors to be experts in their fields. The fact that the inspectors are experts will help their supervision in schools to be more efficient and transparent.”* (P11).

*“Inspection is not a task that everyone can do. In my professional life, I encountered many incompetent supervisors and they did not benefit me much. They only audited on paper and did not contribute much to the school. However, I can say that I learned a lot from the inspectors who have trained themselves in their fields and have a certain expertise. Therefore, inspectors must be experts, but sufficient training must be given for this. The person who passes every exam or the person who has a torpedo should not be made an examiner. If the inspector becomes an expert, he can make important contributions to the development of teachers, guide and train administrators. Administrators and teachers may have some expectations and requests from the inspectors who come to the school. If the inspectors are experts and experienced, they can also respond to our expectations and needs.”* (P12).

*“The audit activity of auditors requires expertise. When supervisors become experts, they will make a better audit of their field. In this way, the audit activity will be more planned and programmed.”* (P3).

*“Inspection activities in schools are definitely a specialist job. If the inspector is not an expert, he cannot do a good inspection. However, unfortunately, I encountered many supervisors who I thought were not experts in education. Frankly, I did not believe much in these supervisors, whom I thought were not experts, and I did not trust their supervision. I did not want to respect these supervisors, whom I thought were not experts”* (P20).

*“As a teacher, if I know that a supervisor who comes to supervise me or make an investigation is not an expert, I would never trust him, I would think that the investigation or supervision he would conduct would not be correct. Question marks form in my mind. I don't trust your opinions and suggestions. I think most teachers think like that. I think it should be essential that supervisors be experts in education, as in every field.” (P4).*

*“If the inspectors are not experts, they will not contribute to the schools. School principals and teachers do not trust and respect the supervisor in this situation. Then there is no point in having a non-expert supervisor inspect the school.” (P3).*

*“I get very worried when I see that a supervisor who supervises me is not an expert. I wonder if he does a wrong inspection or investigation? Will it harm me as a result? It is just like traveling in a vehicle driven by a driver without a license, which I think no one wants to be in.” (P15).*

*“If the inspectors who come to inspect educational institutions are not experts, this situation causes the central system to be criticised, questioned and a loss of trust in education administrators. However, unfortunately, we sometimes witness situations where there is no expertise in auditing.” (P28)*

*“The arrival of a supervisor I know to be an expert at my school increases my motivation. I have the opportunity to consult him in areas where I feel inadequate. An expert inspector can communicate better with school administrators, teachers, students, and even parents. People with expertise can carry out a better supervisory activity in schools.” (P10).*

*“If the inspector who will come to our school is an expert, we will benefit more from his knowledge, experience and guidance. Quality education in our schools cannot be provided by teachers alone. Supervision by an expert inspector can also make significant contributions to the quality of education in schools. Our parents can also benefit from the experience of expert supervisors.” (P3).*

*“Dozens of inspectors have come to schools for inspection purposes, held meetings, asked our opinions and left. In other words, I can say that they did not contribute much to the development of the existing structure. In this case, we think that something will not change when every supervisor comes to the school. Doubts arise about the expertise of those who have come so far. If the incoming supervisors were experts and had been effective in their fields, our opinions and thoughts that we conveyed at the meetings would have been taken into account and feedback could have been provided to us. In this case, trust and respect towards the inspecting person decreases. I have experienced that without expertise there is no effective audit activity.” (K26).*

## CONCLUSION AND DISCUSSION

According to the teachers, supervision requires expertise in order to ensure quality in education, to be reliable in supervision, to ensure merit, to criticize the supervisors with effective supervision, to ensure the development of teachers, to benefit from the knowledge of the supervisors with efficient and transparent supervision, and to realize their recommendations. Expertise in the work or works we will do in the complexity of our age is inevitable.

Teachers also rightly want those who will supervise them to be experts in their field. According to Özdemir (2014), it would be beneficial to supervise the education by experts in the field in order to achieve the expected benefit from the audit. In addition, the knowledge and experience of experts in auditing can contribute positively to the performance of the employee. Again, according to Özdemir (2001), auditing, which serves for the development of institutions to a better level, is seen as an area of expertise in terms of inspector qualifications. According to Gündüz and Balyer (2012, 91), supervision should be carried out according to scientific principles and methods, and education inspectors should be trained as experts in their fields before and during the service in order to achieve the purpose of supervision activities in education. According to the findings of Akbaba and Memişoğlu (2010), education inspectors want specialization/branching in supervision. Şahin, Çek and Zeytin (2011, 1193-1194) stated that specialization should be ensured in inspectors and for this purpose, the assignment of education inspectors;

- 1) central and provincial organizations of the ministry,
- 2) secondary education,
- 3) primary education,
- 4) in the form of inspecting private education institutions,

It emphasizes the importance of doing it in 4 different areas of expertise.

Inspectors should be trained and specialized in the field of supervision due to the education they receive. The diversity of audit fields is an important obstacle to the specialization of auditors. This situation brings about the inability of the inspectors to specialize in every field, the decrease in the efficiency of the audit and naturally the decrease in the effectiveness of the audit (Özan & Özdemir, 2010). According to Şahin, Çek, and Zeytin (2011, 235), the fact that education inspectors conduct inspections outside of their area of expertise causes them to experience dissatisfaction with their work in different institutions. In this regard, the training processes of inspectors are important.

Equipped training of inspectors in the field not only increases the value of the profession, but also provides specialization and merit. In this context, the selection of inspectors is also important. According to Şahin, Çek, and Zeytin (2011, 1191), inspectors must undergo a serious training at the graduate level. According to Kaya (1979, 281), the fact that education, experience and individual characteristics are not made according to objective criteria in the selection of inspectors can lead to a trust problem that may reduce the inspector's prestige and status and negatively affect his effectiveness in the task. In the selection of the inspector to be made with objective methods, the tasks can be fulfilled at the planned level by ensuring good harmony with the task. If this happens, both the selection process and the reactions to the practices of the inspectors will decrease. It is emphasized that the execution of the inspector selection process according to certain criteria will leave the place of political favor and preferences to professional competence.

As a result, providing quality in education, reliability of supervision, ensuring merit, criticism of supervisors with effective supervision, ensuring the development of teachers, benefiting from the knowledge of supervisors with efficient and transparent supervision, realizing their recommendations, respect and trust in supervisors, increasing motivation and interest in the supervised, In order to benefit from the knowledge and experience of the inspectors, to create an increase in the quality of education, to believe that healthy supervision and communication will be established, and to think that the views and expectations of the teachers are taken into account, the inspectors must be experts in their field. In order to ensure quality and success in education, legal and pedagogical arrangements for the supervision of education by experts may be beneficial. There is a need for practices based on expertise in the selection and training of education inspectors.

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